

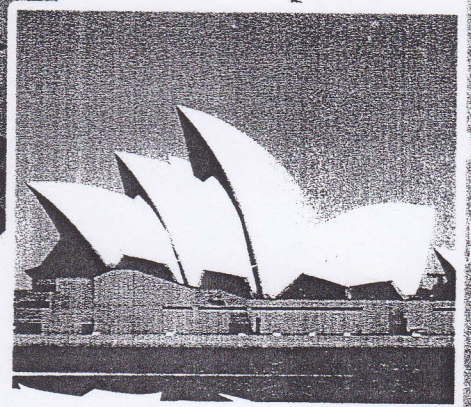
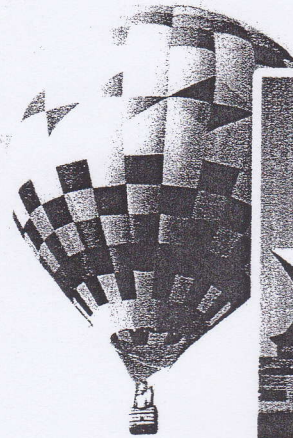
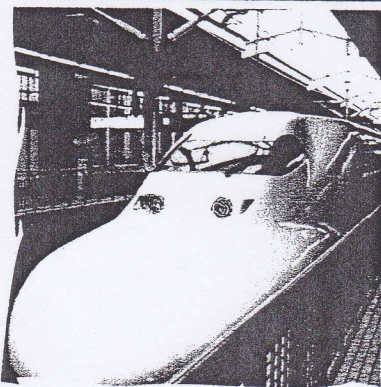
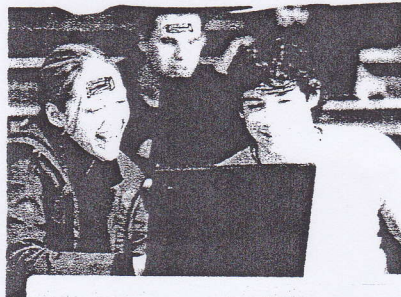
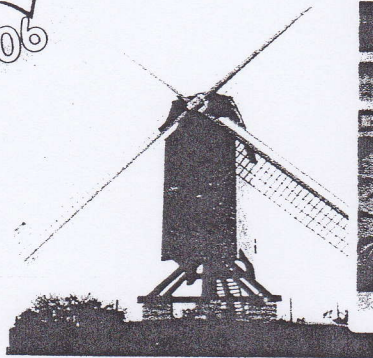
APPENDIX

Linked to

The WORLD 3

English for Senior High School

2006

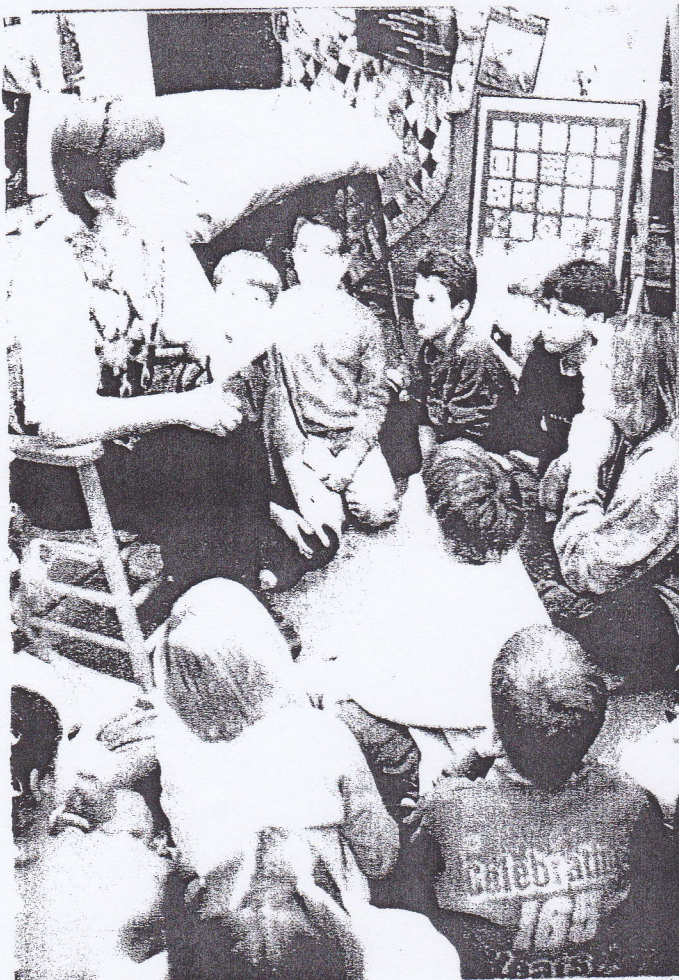


F.A. Soeprapto & Mariana Darwis

grade

XII

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ales are short stories that expose moral lessons in particular events or incidents with which we learn to behave better and wiser in life. The stories are usually intended for children though adult readers are not excluded. The significance of tales remains strong today in its sense to provide learning through easy-to-read presentation as well as simple characterization.

Unit 1 Tales and Life

In this unit, students are expected to be able to:

- Respond to a narrative monolog.
- Respond to expressions of accusing, blaming, admitting mistakes and promising.
- Use expressions of accusing, blaming, admitting mistakes and promising.
- Respond to a narrative text.
- Identify the generic structure of a narrative text.
- Rewrite a narrative text.
- Write a narrative text.
- Use past tense in correct pattern.

CONCEPT MAPPING

Unit 1 Tales and Life

➤ Listening

- Respond to narrative monolog.

- Respond to expressions of accusing, blaming, admitting mistakes, and promising.

- Use expressions of accusing, blaming, admitting mistakes, and promising.

➤ Speaking

- Intonation drill.

- Pronunciation drill.

➤ Reading

- Respond to a narrative text.

- Identify the generic structure of a narrative text.

➤ Writing

- Write a narrative text.

- Grammar: the Simple Past Tense.

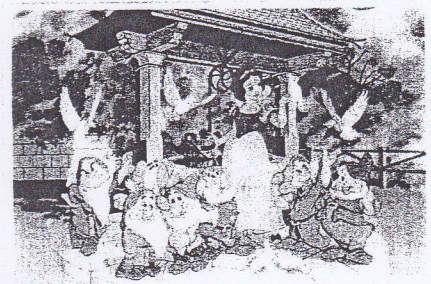
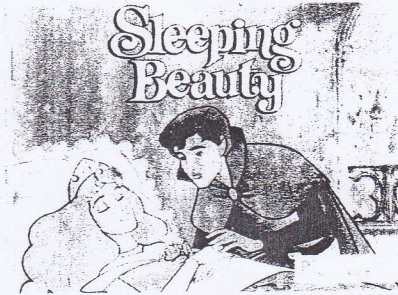
KEY WORDS

tales, accusing, blaming, admitting mistakes, promising, narrative, the Simple Past Tense.

A. Oral Cycle

Task 1

What do you have in mind when looking at the following pictures? Express orally any information you know about each of them.



Hans Christian Andersen

Task 2

Now answer the following questions.

1. When was the last time you read that kind of story?
2. Mention some other titles of tale you have ever read.
3. Do you think it is still relevant to read those stories in this modern era?
4. In your opinion, how do tales come to exist till this very day?
5. Tell a tale that you know well to your partner.

Task 3

Your teacher is going to read a short story. Listen carefully, then write True or False based on the text.

The story tells us the importance of living with a family.

The old man had three sons who never quarreled with each other.



The old man emphasized the

importance of being united among family members.

The sons collected some pieces of sticks to be a bundle one.

The sons could not break the pieces of sticks they held.

Task 4

Study the dialog below, and then role-play with your friend in front of the class.

Spoken



Rose and Nabila are talking in the library.

Rose : I would never want to go out with Jake anymore!

Nabila : Calm down, Rose. What's the matter with you?

Rose : You won't believe me; he's shown me up in public.

Nabila : Who? Jake? How could that happen?

Rose : We agreed to meet at Fantasy Theater to watch "A Beautiful Mind". I had been there for a half hour before he finally showed up.

Nabila : What makes you so enraged then?

Rose : He arrived with a girl. What's worse, he pretended to be unfamiliar with me, even when I greeted him.

Nabila : I bet you must have been embarrassed. What did you do then?

Rose : Yes, indeed. Everyone was looking at me with a strange look. As they two walked into the theater, I rushed out to get a taxi and went home.

Nabila : Have you met him again after that?

Rose : No, and I don't think I want to.

Task 3

Answer these questions briefly.

Quickly

How many persons are there in the dialog?
What happened to Rose? What do you think is the relationship between Rose and Jake?
If you were Jake, would you be so relaxed to deny your acquaintance with Rose?
How did Rose get away from her being ashamed?
What would you do if you were Rose?

Accusing, Blaming, Admitting Mistakes and Promising

Task 2

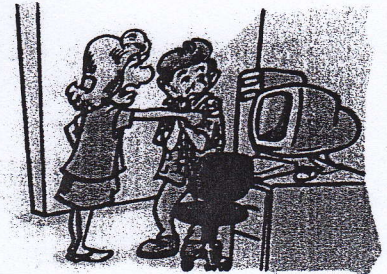
Pay attention to the following dialog and make it longer using relevant expressions and responses.

Jake : Hi Rose, I've come to make my apology.
Rose : Excuse me?
Jake : Well, I know it was my mistake. And I...
Rose : I haven't got much time, please get to the point.
Jake : I'm so sorry Rose, I didn't mean to do that.
Rose : Pardon? You didn't what?
Jake : I didn't...uhm...yes, I was wrong and I hope you will forgive me.
Rose : I will, as long as...etc.

Task

Read carefully the dialog below. Then, underline the expressions of making apology and of promising.

Sarah : Did you turn off the computer, Dave?
Dave : Yes, I did. Why?
Sara : Oh no, I've just typed a short story on it. Have you saved the data before shutting down?
Dave : My goodness, I'm afraid I haven't. I thought you have done so.
Sarah : Yes, but I haven't saved the latest progress. Now what?
Dave : I'm terribly sorry.
Sarah : How could you be so careless? I should hand it tomorrow, you know!
Dave : You've been careless too, Sarah. Yet, I do apologize for my mistake.
Sarah : It's OK as long as you retype it for me.
Dave : Don't worry, I promise. You'll find it on your table tonight.



Task

Intonation practice. Listen to your teacher reading the following sentences and repeat after him/her. Then, with your partner, practice them in your own dialogs.

I'm sorry, I missed your birthday.

How could you be so irresponsible?

I'm sorry, I didn't mean to lose it.

Well, I know it was my mistake.

I'm terribly sorry. Some pages have been torn.

If you say so, your apology is accepted.

I think you are the only person who could have done it.

You are the one to blame.

That's your mistake.

Who else if not you?

Task

In pairs, study the situations below and write your own dialog based on the situations.

Walter finds it hard to wake up early. He always comes late to school. His mother has advised him incessantly. He promised to be better.

Mila loves watching movies so much that she sometimes spends her tuition fee on tickets. Her mother is angry knowing this fact. Mila admits her mistake and swears not to do that foolish thing anymore.

Task

Read the following story and answer the questions that follow.

The North Wind's Gift

Once upon a time, there was a lad living with his mother. The family was so poor that they hardly ever had meals three times a day.

One day, the young lad went to the storehouse to get some meals for his mother. Just as he stepped outside the door, the North Wind blew the meals away. Oo-Oo-Oo! Whizzed the Wind.

The young lad went back to the store and got another meal. Just as he stepped out of the building, again did the North Wind blow away his meals. Oo-Oo-Oo! The Wind hurled.

This happened repeatedly that he finally went to the Wind's house and asked for the meals the Wind had blown away. "I'm here to ask for my meals you have blown away. Please give them back to me, I'm indeed poor." The young lad begged. "Sorry, my dear friend. I have no meals, but I will give you a very special gift," the Wind replied. "Take this cloth with you. Every time you need meals just say, 'cloth, serve me good meals!' then meals will soon be ready for you." The Wind explained.

It was dark when the lad arrived on an inn. He had no money to spend. He remembered the cloth given by the North Wind. Directly he said, "O cloth, serve me dinner!" Soon the dinner was provided. The innkeeper who saw it by chance was very astounded and envious as well. "I must have that fine cloth," he whispered. So when it was very quiet at night and everyone was asleep, he tiptoed to the lad's room, took the cloth, and replaced it with a piece of ordinary cloth.

In the morning the young lad was shocked to find the cloth powerless not as it was. He complained to the North Wind about the matter and asked for his meals back. "I have no meals, but I will give you another gift." The Wind uttered. Mr. North Wind then gave him a goat. "This goat can give you some money," said the Wind.

The lad was very happy. He went back to the inn where he stayed overnight in. He was very hungry but had no money. Suddenly he remembered the goat. "Goat, please give me some money!" So did the lad murmur. What a magic! Only in a few seconds, he could find some money in his pocket.

The next morning when the lad woke up, he was surprised to find the goat having no magic at all. Again did he go to the North Wind to have some complaints. "Good morning, Mr. Wind." Greeted the lad. "Good morning, my friend. What can I do for you?" The North Wind responded. "Just return the meals you blew away. This goat has lost its magic." The lad spoke in despair.

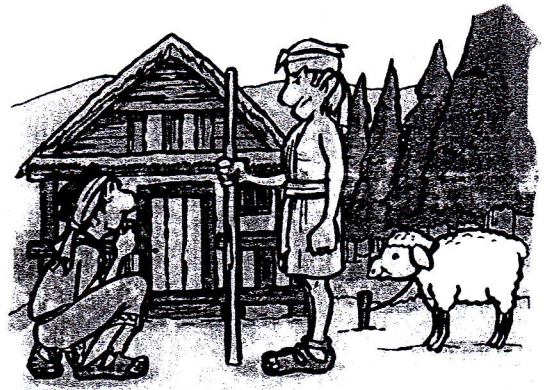
"I'm sorry, I have no meals. However, I can give you another special gift. Here is a magic stick." The Wind paused for a moment and then continued speaking. "From now on, if you meet someone who is untrue, just say, 'stick, o, stick, lay on!' then the stick will lay on till you say, 'stick, stick, stop!'"

Off the lad went to the inn he once stayed in with his magic stick. He thought he would rest there for the night. As he had no money to pay for meal, he went to sleep. He began to think about his misfortune during his stay in the inn. Every time he stayed overnight there, then he would always lose his stuffs. He thought of playing a trick this time. He put his magic stick at the corner of the room, lay down in bed and pretended to be sleeping.

At midnight he heard footsteps coming to where he put the stick. The lad then cried out, "Stick, stick, lay on!" Up hopped the stick from the corner and started beating the innkeeper. The innkeeper was very frightened that he shouted, "Stop, please just stop! I'll give you the goat and the cloth!"

The lad thought the innkeeper had been punished enough. He said, "Stick, stick, stop!" so did the stick hop back to the corner. The innkeeper hurried away. Soon he returned with the cloth and the goat.

The young lad reached home safely. It is said that he was rich and happy all the day of his life along with his beloved mother.



(Adapted from Norwegian Folk Tale)

How many characters are there in the story?

In your opinion, who is North Wind?

Tell the problems the lad encounters after he gets the gifts from The Wind.

How could he finally resolve his problem?

What do you learn from the story?

Pronunciation practice. Listen to the teacher pronouncing the words below, then repeat after him/her.

blow / bləʊ /

step out / step aʊt /

decide / dɪ'saɪd /

explain / ɪk'spleɪn /

arrive / ə'raɪv /

provide / prə'vaɪd /

lose / luːz /

punish / 'pʌnɪʃ /

hop / hɒp /

return / rɪ'tɜːn /

blew / bluː /

stepped out / stept aʊt /

decided / dɪ'saɪdɪd /

explained / ɪk'spleɪnd /

arrived / ə'raɪvd /

provided / prə'vaɪdɪd /

lost / lɒst /

punished / 'pʌnɪʃt /

hopped / hɒpt /

returned / rɪ'tɜːnd /

Now, make a sentence of your own for each word you have learnt. Use the Simple Past Tense.

Functional Skills

In interpersonal relationship, we must have been in a situation where we make mistakes and then offer our apology. The following expressions are useful to deal with this kind of circumstance.

- You are the one to blame.
- I think you're the only person who could have done it.
- It must have been you who did it.

- I'm afraid that wasn't true.
- I reckon you are wrong.

- OK, I have to admit that...
- I know it's my fault.

Making apology

- I am so sorry.
- I do apologize, then.
- Well, I must make my apology.

Giving apology

- Your apology is accepted.
- OK then, just don't do it again!
- It's alright as long as...
- It doesn't matter, don't worry.

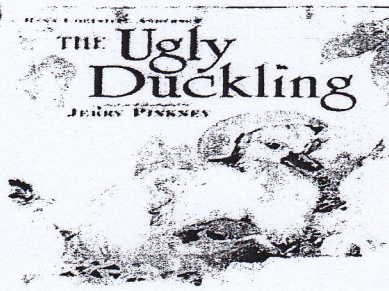
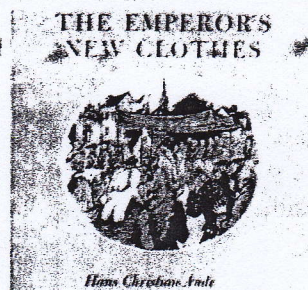
Promising

- I promise to disturb you no more.
- I'll make you a promise ...
- I swear that...
- I swear I'll never do it again.

B. Written Cycle

Task 1

Look at the following pictures.
Do they remind you of a famous author? Who is he?



Now, write some other names of famous authors you know and the titles of the books they write. Write them down here.

No	Author's Name	Titles of Books
1.		
2.		
3.		
4.		
5.		

Task 2

Your teacher is going to read a brief biography of Hans Christian Andersen. Listen to it twice, and then answer the following questions orally.

- When and where was Hans Christian Andersen born?
- How was Andersen's childhood life? Why?
- Mention some famous stories written by Andersen.
- When did Andersen die?
- How do Danish people appreciate Hans Christian Andersen for the pride of their country?

Task

In your own words, rewrite the biography of Hans Christian Andersen based on what you have listened.

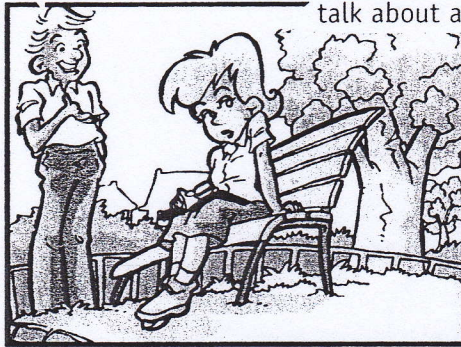
Task

Practice the following conversation with your partner in front of the class.

Hi, Denise. They said
I could find you here.
Can we talk?

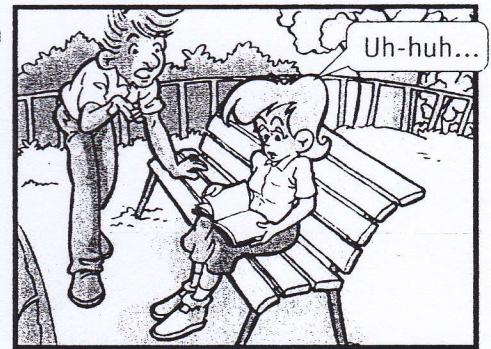
I am busy right now.
What are you going to
talk about anyway?

1



Well, I am here
to apologize.

2



I know you think I'm
selfish. But I promise to
change my attitude.

You said so too
yesterday.

3



Come on, Denise. I swear
this time is for good. Give
me another chance.

Well, I'll think
about it. Sorry, I
have to go. Bye!

4



Task

Observe the generic structure of narrative text below.

Social Function	Generic Structure	Significant Lexicogrammatical Features
To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.	<ul style="list-style-type: none"> • Orientation: sets the scene and introduces the participants. • Evaluation: a stepping-back to evaluate the plight. • Complication: a crisis arises. • Resolution: the crisis is resolved, for better or for worse. • Reorientation: optional 	<ul style="list-style-type: none"> • Focus on specific and usually individualized Participants. • Use of Material Processes (and in this text Behavioral and Verbal Processes). • Use of Relational Processes and Mental Processes. • Use of temporal conjunctions and temporal Circumstances. • Use of past tense.

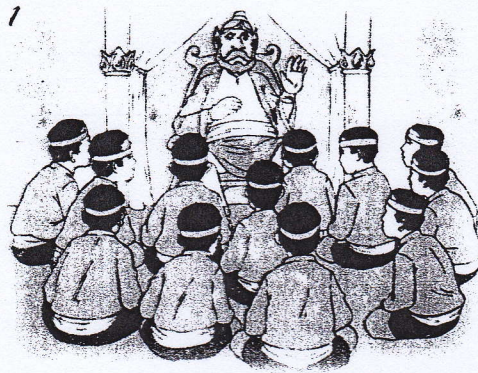
Task

Below is the example of how the narrative text is analyzed.

Orientation	Once upon a time in the middle of the forest, there lived a girl named Jane with her father, a poor woodcutter.	Specific Participant
Complication	One day, the little girl's father did not come home from the forest and Jane became more and more frightened that he had had an accident. She didn't know what to do because she was very afraid of the dark.	Past Tense
Resolution	Finally she plucked up all her courage and headed out to the clearing where she thought her father had been that day. After two long hours searching, she finally found him. His foot had been trapped under a log and he couldn't lift it himself. Jane helped her father to free himself and they went home happily. Jane was very glad she had not been too frightened to go in search of her father.	Mental process
(Taken from <i>Grammar and Meaning</i>)		

Task

In pairs, read the following story entitled "The Clever Princess". Then, identify the generic structure of narrative text you can find in the story.



Once upon a time there lived a King who had twelve sons. He always wanted to have a daughter. So he went to a shaman.

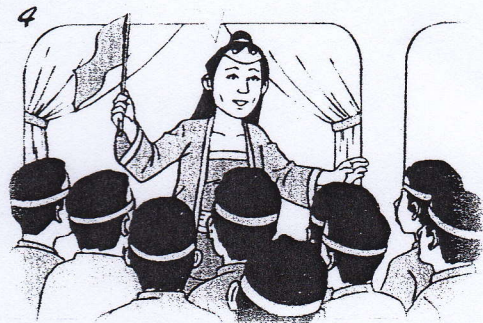


The shaman told him that he could get his wish if he vowed to offer his twelve sons to the shaman. Without thinking anymore, the King said yes.



When the Queen heard about the King's vow, she became very sad. Neither did she sleep nor eat.

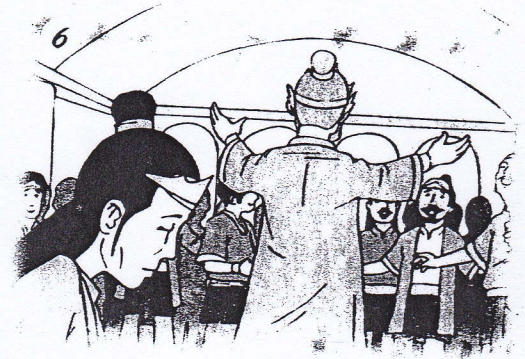
"You should watch the sign I will put in the middle of the palace. A white flag will be raised if the baby is a boy. But if a baby girl is born, there will be a red flag. That is the sign for you to leave the palace. Run to the forest and hide yourselves."



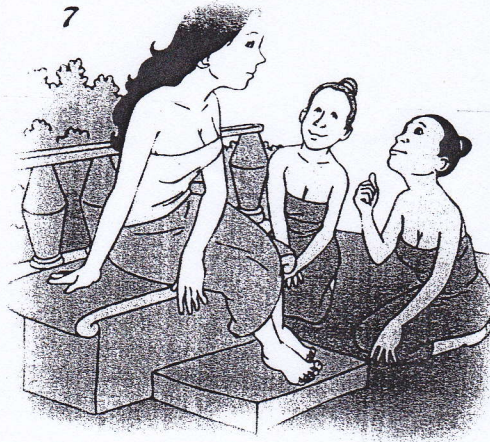
Finally, she had an idea. Before the baby was born, she called her twelve sons and sadly told them about the King's vow.



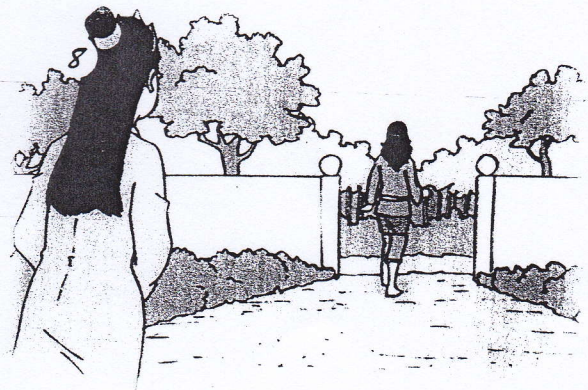
The twelve boys prepared for their escape. They waited for their mother's sign. One night they heard the sound of drums. News spread that a baby girl was born and a red flag was raised. They quickly left the palace and went into the forest to hide.



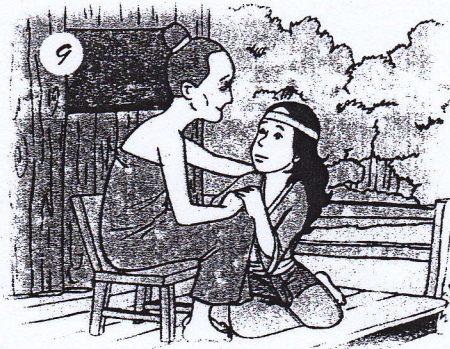
The whole palace was filled with happiness; but not the Queen. She kept thinking of her sons, then she became weaker and weaker.



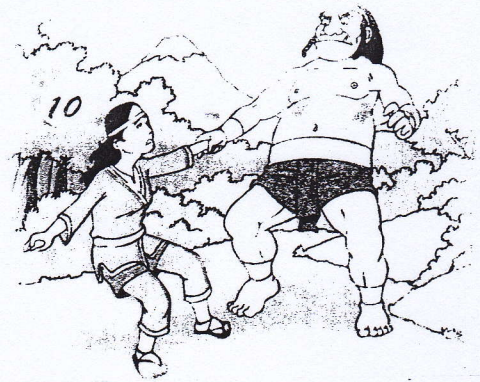
The girl grew up and became a very beautiful Princess. One day the Princess asked the Queen if it was true that she had twelve brothers. First, the Queen lied to her but finally she told the truth. She told her that they had to leave the palace because of the King's vow.



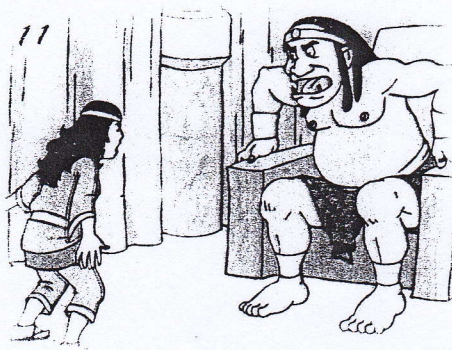
The Princess decided to find them. The Queen tried to keep her from going but she failed. As the Princess had left the palace, the Queen fell ill and died.



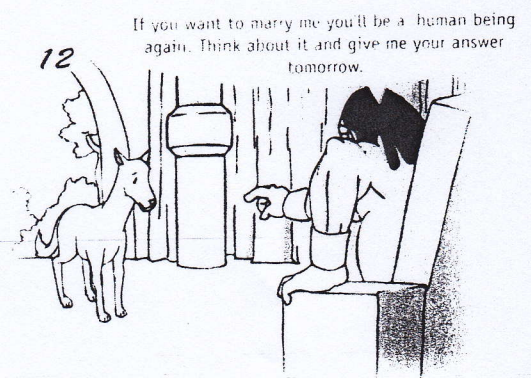
9
In the forest she stayed with an old single woman who loved her as her own daughter.



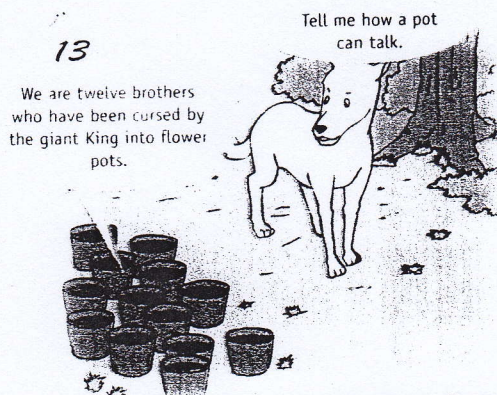
10
One day when the old woman went to pick some fruit, a giant King came to take the Princess away. He wanted to marry her. The Princess did not give any answer.



11
When they arrived in the palace, the giant started to be sweet to her and again he asked her to be his wife.



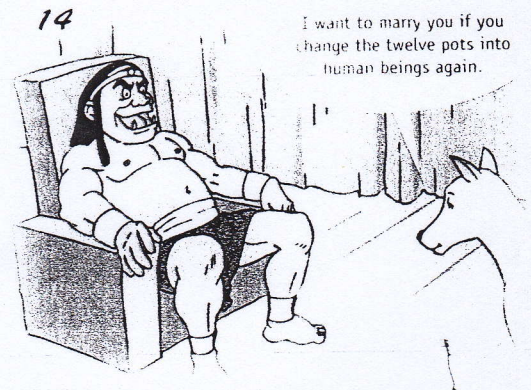
12
If you want to marry me you'll be a human being again. Think about it and give me your answer tomorrow.
As the Princess escaped the giant cursed her to be a dog.



13
We are twelve brothers who have been cursed by the giant King into flower pots.

Tell me how a pot can talk.

While walking the dog approached twelve flower pots. The pots were talking to each other. The dog licked them to show her love.



14
I want to marry you if you change the twelve pots into human beings again.

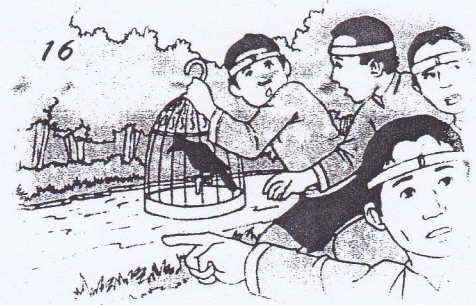
The dog came to the giant pretending to be ready to marry him.

Show me the secret of your power because I am afraid to damage it if I do not know where it is.

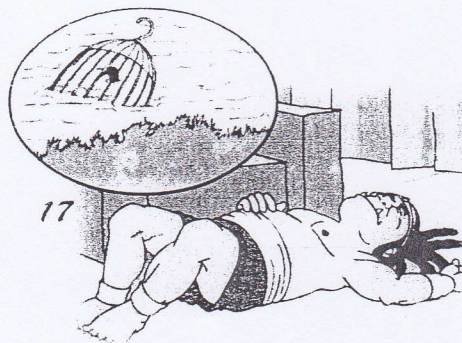
You are right my beautiful Princess. It lies in a golden cage behind the palace. Do not hurt the bird inside it or I will die.



When all of them were changed back into human beings, she asked the giant.



The Princess told all her brothers about the bird. When the giant was alone with the Princess in the garden, the twelve brothers took the golden cage and dropped it into the river.



The bird died and so did the giant.



They all lived happily together in the palace with the old woman who had saved her.

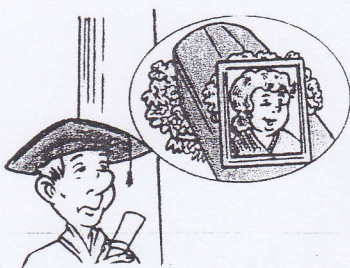
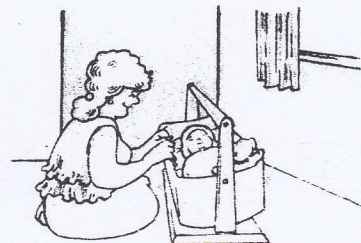
(Taken from *ELT Graded Reading Series* with some changes)

Task 3

Sit in a group of three, then go to the library. Each of the group members finds a short story from any English books, magazines, or newspapers. Rewrite the story in your own words, and then retell it to each other among the group members.

Tasks

In pairs, arrange the following pictures into a good order, then write a narrative text based on the pictures given at least in three paragraphs.



Write your story here:

A Boy and His Sugar Mom

Orientation Long time ago there was a little baby named Afandy, and his mother named Suzanne. She always coddle him for every night before he slept.

Complication Three years later, Afandy growth very well. He was very cute, and he can speak a little to his mother. Every night, before Afandy slept, Suzanne always tell story to him. Afandy was very happy about that.

When he was six years old, he studied at elementary school. He is very smart and diligent. His hobby was reading. When he studied, Suzanne always accompany him.

When he studied at University, his father was died. But he was very stiff in this moment. He had a big spirit to reach his dream.

Resolution Finally, he became a master of Science. And he gave thanks to his mother about her merit and everything about her.

Task 10

Here is a list of promises people usually make.
Put a tick in the row that suits you and write
whether it has been fulfilled or not.

No	Promise		Fact
1.	Not to come late	✓	Still come late
2.	To finish work on time		
3.	To make the bed in the morning		
4.	To clean the house everyday		
5.	To help your mother wash the dishes		
6.	Not to smoke		
7.	Not to escape from school		
8.	Not to hide from debt collector		
9.	To clean the car every morning		
10.	To take your brothers or sisters to the cinema		

Now, choose two out of the list above, and then
make a dialogue that shows your promise to do
the things.

Task 11

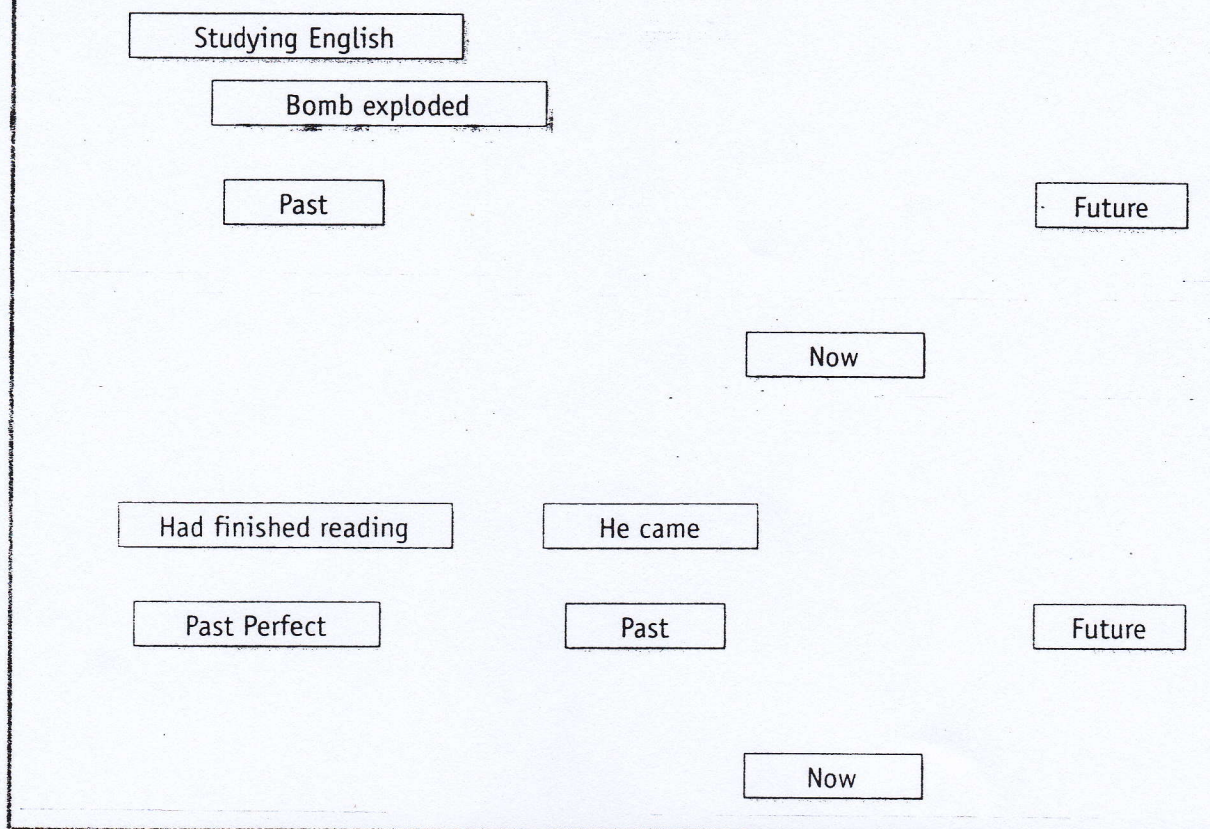
Look at the following statements; pay
attention to the italic words.

The boys *were studying* English when the bomb *exploded*.
I *had finished* reading the book when Mario *came*.

In *a*, the bomb exploded in the middle of time when boys were busy studying. Thus the activity of studying started earlier than the explosion. In *b*, Mario came after "I" had completely finished reading the book. It is to say that the first action ended before another appeared. So when Mario came, "I" didn't read the book anymore.



Now, look at the chart below.



Task 12

Change the word in the bracket into Past Simple, Past Continuous, or Past Perfect Tense.

I ____ (lie) in bed last night when I ____ (hear) some footsteps coming towards me. I think I ____ (lock) the door before I ____ (sleep). In fact, the steps ____ (become) closer and closer.

I ____ (be) a bit frightened, but I ____ (try) not to panic. I ____ (get up) and ____ (tiptoe) to the corner where I ____ (put) a big long stick. From the window, I ____ (see) a shadow ____ (stand) in front of the door, and another one ____ (try) to break into my bedroom and ____ (come into) it.

My heart ____ (beat) so fast when I ____ (hit) one of them with the stick. Suddenly everything ____ (be) dark around me. My neighbor said that I ____ (faint) for two hours before the police ____ (find) me.

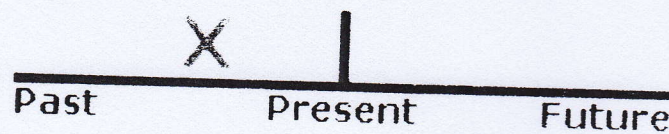


Pattern: Subject + V2 + (Object)

The Simple Past Tense is used:

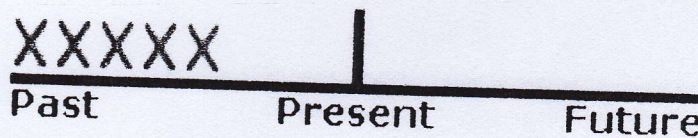
To express the idea that an action started and finished at a specific time in the past.

Example: I spent my holiday in Bali last week.
Alvita went to her English course yesterday.
Bobby and Sam were friends at college.



To describe a habit that stopped in the past. It may signify the same meaning as "used to".

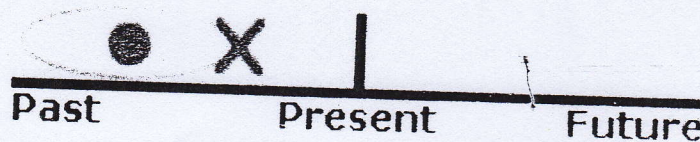
Example: My friend, John, always played hockey when he lived in Canada.
Wisnu and I danced a lot before I moved to Vancouver.



Simple Past Tense can appear with:

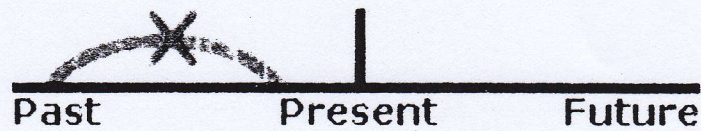
Past Perfect Tense: to express an action that finished completely before another action happened in the past.

Example: Tony had cleaned the floor when her boss arrived.
When I graduated, Gregory had got his Master degree.



Past Continuous Tense: to express an action that was happening before another action interrupted the ongoing event.

Example: Barbara was sleeping when her friends phoned her.
When Lisa saw me, I was walking with Ted.



(The charts are taken from www.englishpage.com)

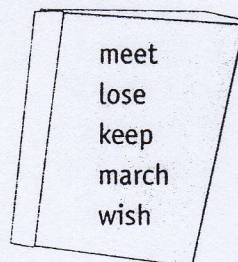
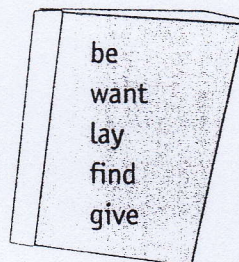
Vocabulary building. Study these phrases taken from "The Clever Princess", and then put each of them in your own sentences.

Once upon a time
Went into
Keep from going
Fell ill
Stayed with

Single woman
Lies in
Grew up
Beautiful princess
Human being

Task

Fill in the blanks with suitable words in past tense.



Armando ____ in the museum when the robbery happened.

Although the police had offered security, nobody ____ to be the witness.

The bird was magical that it ____ a golden egg.

The boy went into the chimney and ____ lots of toys.

No matter how hard the lad tried, the stones ____ running down pushing him to the ground.

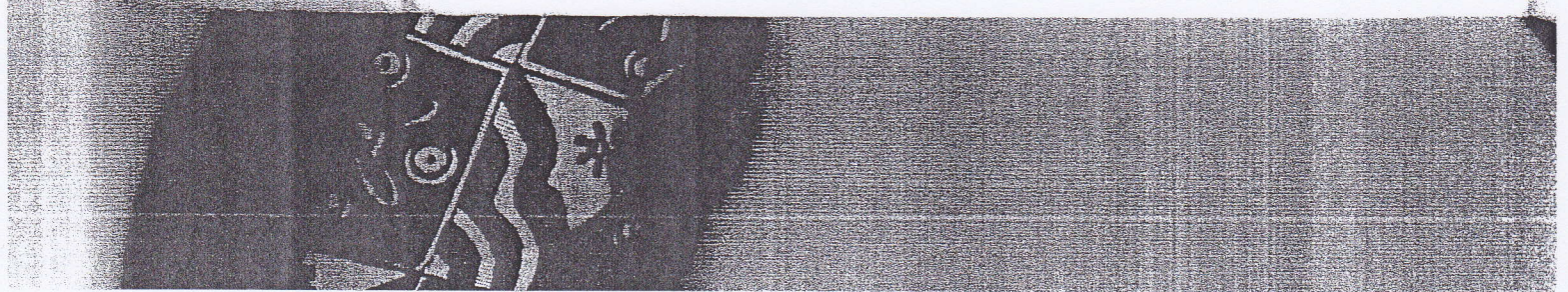
Waking up in the morning, he learnt that he ____ all of his power.

On the way to the jungle, Dharigra ____ a gigantic man.

That was really the last time I ____ him a chance.

If you ____ a fortune teller, what would you like to predict?

The dwarfs ____ home in joy and relief.



Amy lent you a USB flash disk yesterday. Unfortunately, you forgot where you put it. Amy is very disappointed. She blames you for losing her flash disk. Create a dialog using the expressions of accusing and blaming.

Answer the following questions:

- Have you ever had a problem?
- When and where did you have it?
- How did it happen?
- How did you resolve it?

You tell Fred that it was actually you who had taken his English book without his consent. Make your apology as well as your promise not to do that silly thing anymore. Use relevant expressions and responses.

Go to a library and find a short story. Then, identify the generic structure of the story. You may work in pairs.

Try to write your own tale and then tell it to your friends. Make sure that your writing covers the generic structure of narrative text as presented in the previous cycle.

A number of students ... (walk down) the street when the accident ... (occur).

If you ... (invite) him, he would have come here.

During my stay in Montreal, I always ... (go) skiing.

When the phone ... (ring), Diana ... (wash) her hair.

The teachers ... (have) a meeting when I ... (enter) the principal's room.

The flight was delayed so that I ... (not, come) on time in the meeting.

A couple of weeks ago Hasan ... (pay) me a visit and ... (bring) lots of fruits from the village.

Tom ... (go) home when I came to the party. I just met Audrey and Shinta.

It has been five years since I first ... (fly) to Oklahoma with my father.

Mom and dad ... (be) married for six years when my brother ... (be) born.





People communicate with each other in order to fulfill their necessity. The history of communication has been as old as the history of human being. As man's need comes to be complicated, means of communication is likely to be in a rapid advance. The progress that people achieve in modern technology has enabled them to move forward by using various kinds of tools we do not find before.

Unit 2 Communication

In this unit, students are expected to be able to:

- Respond to an explanatory monolog.
- Hold an interview.
- Respond to and use expressions of wonder, hope, and wish.
- Respond to and use expressions of possibility or capability of doing something.
- Respond to an explanatory text.
- Identify the generic structure of an explanatory text.
- Respond to a poster.
- Use passive form.

Unit 2 Communication

- **Listening** ➤
 - Respond to an explanatory monolog.
 - Respond to expressions of wonder, hope, and wish.
 - Pronunciation drill.
- **Speaking** ➤
 - Use expressions of wonder, hope, and wish.
 - Hold an interview.
- **Reading** ➤
 - Respond to an explanatory text.
 - Identify the generic structure of explanatory text.
- **Writing** ➤
 - Write a response to a poster.
 - Grammar: Passive Voice.

KEY WORDS

communication, wonder, hope, wish, explanation text, poster, Passive Voice.

A. Oral Cycle

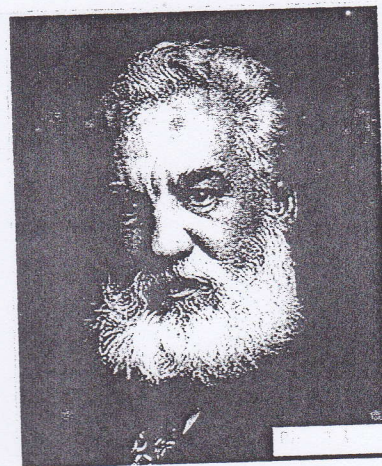
Task

Who is the man on the picture below? What do you know about him?

His name is written behind the following numbers. Find it out by changing the numbers below with the appropriate letter.

1 7 4 11 1 9 3 4 10
5 10 1 6 1 8 2 4 7 7

A = 1	G = 5	N = 9
B = 2	H = 6	R = 10
D = 3	L = 7	X = 11
E = 4	M = 8	



Write the name here: _____

Task

Your teacher is going to read a text about communication twice. Listen carefully for the second time to complete the flow chart below.

A call is made
on the cell
phone.

Radio waves carry the
message to

The transmitter sends the
message to

When crossing the service area, a call is
automatically

Then the message is
transmitted to

Task

Pronunciation practice. After completing the sentences, listen to your teacher pronouncing the following words, then repeat after him/her.

movable / 'mu:vəbəl /

transportable / træn'spɔ:təbəl /

reliable / ri'laɪəbəl /

considerable / kən'sɪdərəbəl /

manageable / 'mænɪzəbəl /

Task

Study the conversation below between a teacher and her students.

Teacher : Today, mobile phone is not a luxury anymore. Do you know why, class?
Yes, Rachel?

Rachel : I think it's because the price is affordable; it is easy to get and available in the cheapest credit. Let alone, there are a lot of advantages we can get, especially when we are outdoors. We can phone wherever we are. We can also send a message to communicate.

Teacher : Excellent, dear. Then, what is the development of the phones like, Laura?

Laura : Fantastically quick, Ma'am. In a year, a company can produce more than two types. There are many brands sold in Indonesia.

Abele : Some can even be used to browse the Web while others are equipped with digital camera.

Teacher : So, those are the advantages. Are there any disadvantages?

Rachel : Sure, Ma'am. The development encourages consumerism. People buy cell phone of a particular brand not because they do need it, but because of mere fashion.

Teacher : Good. I'm pleased with your explanation.



Task 5

Go around the class and find ten friends to conduct an interview. Ask your friends about the advantages and disadvantages of telephone. Write the results on the available column below.

Example: What are the advantages and disadvantages of telephone?
Can you explain why...?



No	Interviewee's Name	Advantages	Disadvantages
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Expressing Wish, Hope, and Wish

Task 6

Read the dialog below and role-play with your friend in front of the class.

Brandon : Lily, I wonder if you could come over to my house on Saturday night.
Lily : Yes, I'd love to. What will there be?
Brandon : I'm going to have a small party. Some friends are coming.

Lily : That'll be lots of fun. I'm curious about the party you are going to have.

Brandon : Well, it's not a real party, I guess. My family is going to move to a new town. My father gets a new job there.

Lily : Wow, that's an important event, I believe. We will all miss you then.

Brandon : We are moving next month. So there will be a couple of weeks to hang around with everyone.

Lily : Will you forget all of us here, Brandon? Just drop us a few lines when you are there.

Brandon : Come on, Lily. Please don't say so! I do hope I could come here as often as I can to visit you all.

Lily : So there will be plenty of possibility for us to gather again.

Brandon : Sure, pal. We'll be in touch anyway.



Task

Pay attention to the following pattern.

Verb		Adjective
Move	→	Moveable
Transport	→	Transportable
Rely	→	Reliable
Consider	→	Considerable
Manage	→	Manageable

Change the following words based on the pattern above, and then write a sentence for each word.

Forget: *forgettable*; example: *Not all problems we have are forgettable; some of them might be unforgettable.*

Read

Use

Write

Arrange

Eat

Understand

Transmit

Design

Type

Task

Pay attention to the dialog below and answer the questions.

Amy : Congratulations! I heard you would join students summit conference in USA next June.

Dennis : Are you kidding me?

Amy : No, I'm not. The principal told me yesterday.

Dennis : What did he say?

Amy : He said that American Embassy was looking for twenty English students from Indonesia to be in the program. You are chosen to represent us.

Dennis : Do you think I'm capable of being a representative?

Amy : Why not? No doubt, pal!

Dennis : What will the program focus on?

Amy : It will focus on students' rights the government should fulfill, especially in developing countries. You would travel around some districts of America. Isn't that great?

Dennis : Yes, of course. But...will I be able to give contribution for the betterment of our education when I get back here?

Amy : Nothing's impossible, mate. You'll never know if you don't try. Just do your best and we'll see what's coming up.

Dennis : Thank for your support, Amy. That does help.



What news did Amy hear about Dennis?

What program will Dennis join in USA?

Is Dennis certain about his capability of joining the program?

What is Dennis doubtful about?

What expression does Dennis use to state his uncertainty? Underline the sentences that support your answer.

Task

Observe the following situation. Ramon really wants to continue his study abroad. He doesn't belong to a wealthy family, though. He wants to be an engineer in order to do something for his country. Make a dialog expressing his possibility as well as his capability to achieve his goal.

Task 10

In groups of four, read carefully the passage below and then answer the questions that follow.

In less than twenty years, mobile phones have gone from being rare and expensive pieces of equipment used by businesses to a pervasive low-cost personal item. In many countries, mobile phones now outnumber land-line telephones, with most adults and many children now owning mobile phones. It is not uncommon for young adults to simply own a mobile phone instead of a land-line for their residence. In some developing countries, where there is little existing fixed-line infrastructure, the mobile phone has become widespread.

- The mobile phone itself has also become a totemic and fashion object, with users decorating, customizing, and accessorizing their mobile phones to reflect their personality. Likewise, customized ringtones have been developed.
- Cameraphones and videophones that can capture video and take photographs are increasingly being used to cover breaking news. Stories like the London Bombings, the Indian Ocean Tsunami and Hurricane Katrina have been reported on by cameraphone users on news sites like NowPublic and photosharing sites like Flickr.
- Mobile phone etiquette has become an important issue with mobiles ringing at funerals, weddings, movies and plays. Users often speak at increased volume, with little regard for other people nearby. It has become common practice for places like bookshops, libraries, movie theatres, and houses of worship to post signs prohibiting the use of cell phones, sometimes even installing jamming equipment to prevent them. The US intercity passenger system Amtrak offers a "quiet car" where cellphone use is prohibited, much like the designated non-smoking cars in days of yore. Mobile phone use on aircraft is also prohibited.
- With high levels of mobile telephone penetration, a mobile culture has evolved, where the phone becomes a key social tool, and people rely on their mobile phone addressbook to keep in touch with their friends. Many people keep in touch using SMS, and a whole culture of "texting" has developed from this. The commercial market in SMS is growing. Many phones even offer Instant Messenger services to increase the simplicity and ease of texting on phones.

(Adapted from http://en.wikipedia.org/wiki/Mobile_phone. 12/11/2005 13:20:52)

What are the most apparent changes of the mobile phone owners or users now and then?

What facilities does a mobile phone offer today?

Mention some don'ts in using a mobile phone. Explain.

Based on your knowledge, why are not people allowed to activate mobile phone on aircraft?

What are the advantages and disadvantages of a mobile phone?

What do people use mobile phone for? What mobile culture appears today?

In your opinion, what part of business gets negative impact from the astonishing growth of mobile phone? Give example.

What type of mobile phone do you have? Write 5 facilities that your mobile offers.

What does the word *their* in "... and accessorizing their mobile phones..." refer to? (line 8)

What does the word *it* in "it has become common practice..." refer to? (line 16)

Task

Vocabulary building. Reread the text above, and then find words or phrases in the text that have the same meanings as the sentences below.

Not easy to find, scarce

The act or process of making a way into or through something

Maintain relationship by regular notice or information

A person who is traveling in a car, bus, train, plane or ship and who is not driving it or working on it

To be greater in number than something or somebody

To fix equipment or furniture into position so that it can be used

To catch a person or an animal and keep them as a prisoner or in an enclosed space

A ceremony for burying or cremating

The formal rules of correct or polite behavior in society or among members of particular community

A service that enables phone users to communicate through short message

Task

Look at the following pictures. What does each picture tell you? Describe them orally in front of your friends.

For example: *In picture 1 the president is visiting and inspecting some areas destroyed by Tsunami. He ...*

①



②



③



④



⑤



Task 13

The following pictures represent the ways of how people communicate from time to time. Write an explanation text based on the information from the pictures at least in four paragraphs. The general statement has been written for you.



The cultural change in communication among people has developed stunningly.

Functional Skills

We tend to be curious about something and always wonder if we could get what we expect. The following are relevant expressions to show that feeling.

- I'm curious...
- I wonder if...
- I really wish...
- What is it that you want?

In daily life, we often want to know if something is possible to happen and whether one is capable of doing certain things. Here are the ways to express possibility and capability.

- It's possible that he'll win the game.
- There's a possibility of his winning the game/that he'll win the game.
- What's your purpose?
- Possibly he hasn't heard the news yet.
- Would there be any possibility of...?
- Do you think we are capable of...?
- Is it possible for me to...?
- Are we capable enough to...?
- I'm capable of doing it.
- I can do it.
- There is a chance that I can do it.
- I'm able to do it.
- I have the ability to do it.
- I can't do it.
- I'm not sure I'm capable of doing it.
- I don't think I have the ability.
- I don't feel capable of doing it.
- I don't know how to do it.



B. Written Cycle

Task

Look at the following pictures.
What are they doing?



What can you conclude from those two pictures? Explain it orally.

Task

Below is an incomplete passage about communication. First, listen to your teacher carefully. Listen again for the second time and then complete the passage below.

The market growth of mobile phones in Indonesia is surprising. Over ... (8% of population) now ... almost equal to ... that is known as ... The market predicts this growth will still

....

The Indonesian market is ... This is based on some reasons primary due to

The usage of SMS becomes more favorite rather than voice one. Only ... has voice usage than SMS.

This report ... for ..., with research providing an analysis of market developments that are driving the growth of mobile voice and services.

Task

Study the generic structure of an explanation text below.

Social Function	Generic Structure	Significant Lexicogrammatical Features
To explain the processes involved in the formation or workings of natural or sociocultural phenomena.	<ul style="list-style-type: none"> • A general statement to position the reader. • A sequenced explanation of why or how something occurs. • Closing/conclusion. 	<ul style="list-style-type: none"> • Focus on generic, non-human Participants. • Use mainly of Material and Relational Processes. • Use mainly of temporal and causal Circumstances and Conjunctions. • Some use of Passive voice to get Theme right.

Task

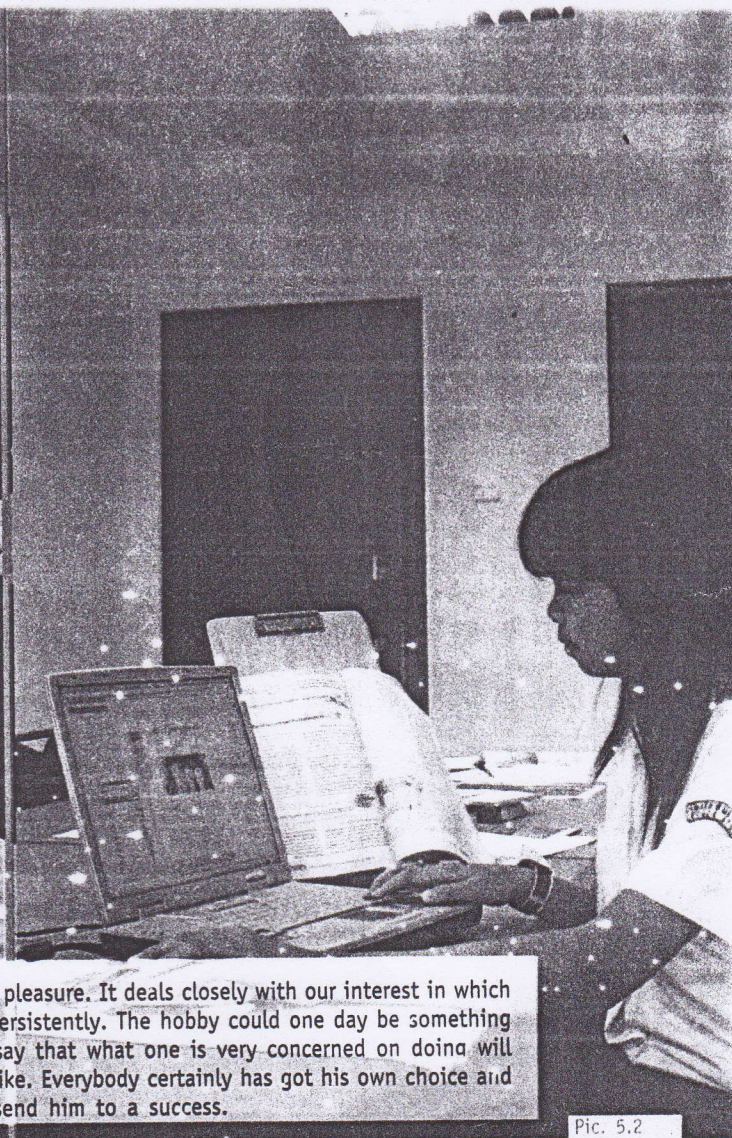
Bellow is the example of how the theory of generic structure of explanation text is applied.

General statement	There is no doubt that English is the most widely spoken language in the world today. Indeed, some commentators claim that it is the most as the global language and that it is unlikely to be replaced even if the USA loses its place as the world's leading economic power. But how has this situation come about? Most people point to four reasons.	Present tense
		Non-human participant
Explanation sequence	UK as a dominant power The UK was the dominant colonial power in the 19th century and its conquest of many parts of the world has seen it leaving its mark. Many colonial territories, in a bid to be more like their sovereign nation, eventually adopted English as a national language.	Passive voice
	America as a dominant power The 20th century has seen the rise of America as a dominant power. Just as the UK spread its influence through territorial conquest, the USA did so through its economic and cultural influence, via the media and multinational corporations.	Technical term





Pic. 5.1



Pic. 5.2

Hobby is something we like to do for our pleasure. It deals closely with our interest in which we hold a particular view of doing it persistently. The hobby could one day be something which we make money from. It is to say that what one is very concerned on doing will probably make how his future life would look like. Everybody certainly has got his own choice and it depends on how hard his effort that will send him to a success.

Unit 5

Hobby and Future Life

Learning Objectives

In this unit, students are expected to be able to:

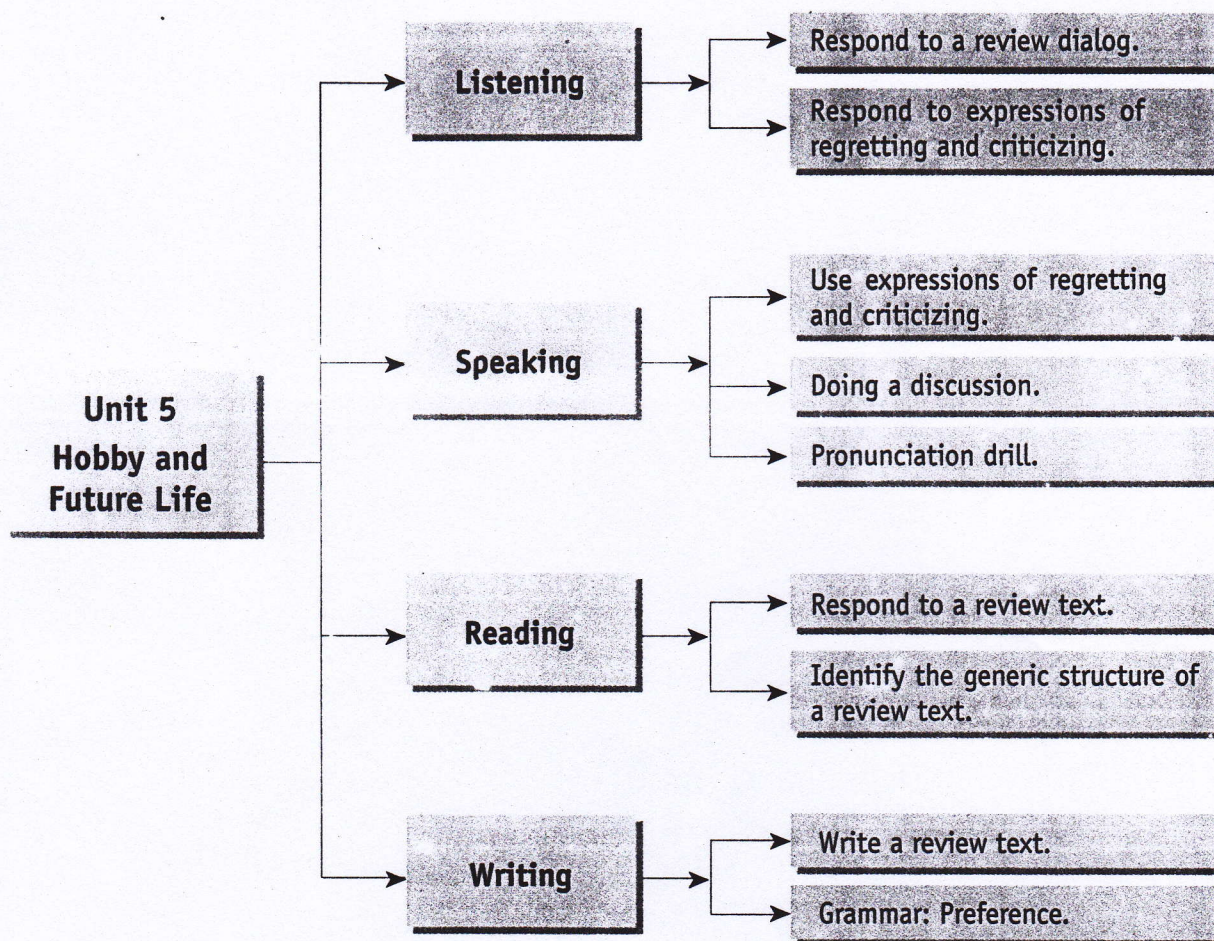
A. Oral Cycle

- Respond to a review dialog through listening.
- Respond to the expressions of regretting and criticizing.
- Use the expressions of regretting and criticizing.
- Read and responding to a review text.
- Make brochures based on particular ideas.

B. Written Cycle

- Respond to what a brochure tells through listening.
- Identify the generic structure of a review text.
- Write a review text based on a highlight given.
- Write a review text based on certain brochures.

CONCEPT MAPPING



KEY WORDS

hobby, future, regret, criticize, review, Preference.

A. Oral Cycle

Task 1

Your teacher is going to read a dialog. Listen carefully and then answer orally the questions below.

1. How many people are there in the conversation?
2. What kind of show did Winda and Angelie watch?
3. What is the title of the show?
4. What do you know about Zidane?
5. What does Angelie think of the show?
6. What is the name of the group?
7. What made the show impressively outstanding? Explain in your own words.
8. Why do the critics remark that the recent performer had presented one of the best operas?
9. What group is compared to the recent performer? Which one is better? Why?
10. How does Zidane think of his being absent?

Task 2

In pairs, answer the following questions orally.

1. Have you ever watched or performed works of art?
2. What is/are your hobby/hobbies?
3. How often do you do your hobby? With whom?
4. How could you have such a hobby?
5. Do you think having hobby is important? Why?
6. Will you continue doing your hobby for the rest of your life? Why?
7. What have you got from doing your hobby so far?
8. Are you always interested to try new things?
9. What do you think is the factor that makes people choose a particular hobby and leave the others?
10. What hobby do you really want to do which is now out of your reach?

Task 3

In a small group, discuss the following matter.

In modern countries, reading is no longer a hobby but a habit. How does it differ from your country? Also compare the condition of education in your country with that in others. How should we make people aware of the importance of reading so that it becomes habit and need?

Regretting and Criticizing

Task 4

Read the following dialog and practice with your friend. Make it longer using your own words.



Benny : Did you see the violin concert last night?

Luth : No, I didn't. How was it?

Benny : It's fabulous. The violist played many brilliant tunes. *The singer too was magically good.*

Luth : I was so tired last night that I couldn't go. *I deeply regret not to see it.*

Benny : But the sound system was not good enough. I couldn't stand missing some lines of lyrics when the singer sung my favorite songs.

Task 5

Pronunciation practice. Listen to your teacher pronouncing these words and repeat after him/her.

brilliant / 'brɪljənt /

excellent / 'eksəl ənt /

fabulous / 'fæbjələs /

fantastic / (t) fæn'tæstɪk /

impressive / ɪm'presɪv /

jubilant / 'dʒu:bɪlənt /

opera / 'ɒpə ə /

outstanding / (t) aʊt'stændɪŋ /

spectacular / spek'tækjələ /

splendid / 'splendɪd /

Task 6

Read a conversation between a boss and his man. Then, answer the questions that follow.

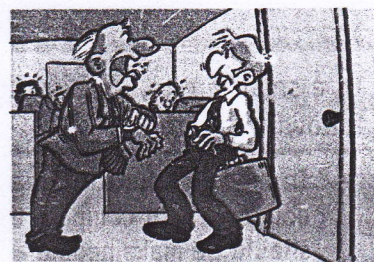
Mr. Donovan : Good morning, Matt. You've come too early.

Matthew : Good morning, Mr. Donovan. I'm so sorry for coming late today.

Mr. Donovan : Today? You come late almost everyday. What have you been doing anyway?

Matthew : Yes, Sir. I've been busy working on er...my project these days.

Mr. Donovan : What project? You can lose your job if you keep doing so. I have lost my temper, kid.



- Matthew : I know that, Sir. It's my wife; she's always argued with me who should take Paula to school.
- Mr. Donovan : Come on, Matt. You are both grown up and it's just silly to argue over that small stuff.
- Matthew : Yes Sir, I know. I'll talk to my wife about this problem.
- Mr. Donovan : I believe you have to. I don't want to see you coming late again.
- Matthew : I'm deeply regretful for doing so, Sir. This will be the last for me. I promise to be punctual next time.
- Mr. Donovan : That's good. You're one of my best men, Matt. I count on you, so don't make me disappointed.
- Matthew : Thank you, Sir. I'll do my best then. Sorry, I've got to go to my desk.
- Mr. Donovan : Yes, please. And.....wait a second! I think you have dressed too sloppily these days. I don't like that.
- Matthew : Sorry, I've been so careless. I'll dress more neatly.

1. What does Mr. Donovan mean when saying that Matthew has come too early?
2. Why has Matt come late at work lately?
3. Who is Paula? What happens to her?
4. What do you think of Matt's record before his boss found him coming late?
5. Underline the expressions of criticizing and regretting in the conversation above.

Task 7

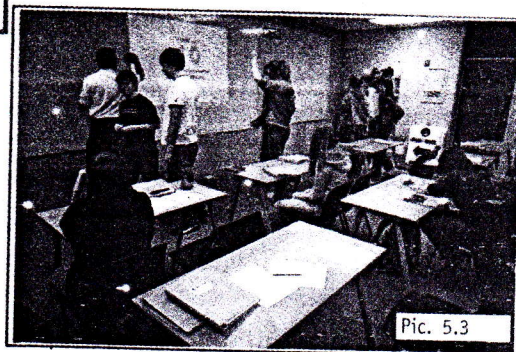
Now create a dialog between Matthew and his wife talking about their recent problem. Use expressions of regretting and criticizing.

Task 8

Read the monolog below and find any adjectives in it. Then, put them in your own sentences.

I have been teaching for almost seven years. Since then, many things I have already undergone. As far as I am concerned, students living in a big city have different characteristics than those who are in a small one. However, it is true that I cannot judge my own experiences as the best and the most appropriate study to generalize their characteristics.

I started teaching a private junior high in a big city seven years ago. Students were extremely active, even a bit badly behaved, some of them. They sometimes underestimated the teachers. I've got sore throat for the first 2 weeks as the result of disciplining the noisy class. I thought and applied some techniques of how to rule the class. Finally,



I could control them after one semester and directed their negative attitude into positive achievement.

Today, I am teaching another private school in a small city. Things are very different. Students are very obedient to what teachers instructed. I hardly found any difficulties in conducting the class. However, it raises a new problem. They sometimes could not be active to handle a problem by themselves. They need teacher to facilitate them.

Regarding to what I have experienced above I come into the conclusion that students, living in a big or small city, performs their unique characteristics. Which one is better in your opinion?

Task 9

From the monologue you have read, complete the following diagram.

Student's Characteristics

Living in a big city

Living in a small city

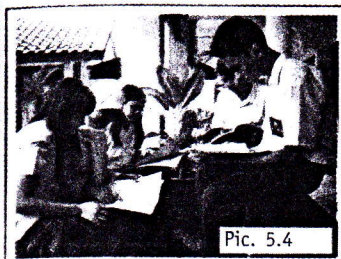
Title

Task 10

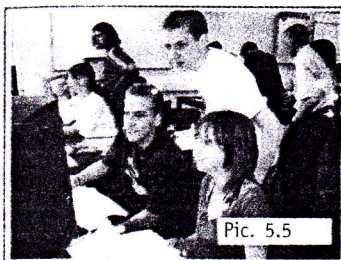
In pairs, tell your perception about student's characteristics. Do you agree with the study exposed on the previous reading? Give your reason.

Task 11

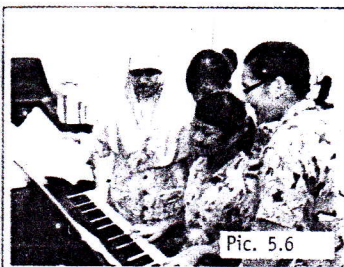
Read the text carefully and answer the questions orally.



Pic. 5.4



Pic. 5.5



Pic. 5.6

What's After SMA?

Life is struggle and struggle is life. Have we, as students, ever thought about life? Have we ever thought of struggle? Perhaps not. We are still busy with our own life. What we think, speak and do are about friends, peers, hanging around and ... many of us study little. It's normal as we mustn't miss our "golden age". This period is the time to understand the other world. It's the first time to fall in love with the other sex. We'll be happy if we make friends. Sometimes we waste our time for doing nothing, except gathering, chatting, and even ... gossiping. In short, we spend our time just for fun, happiness and pleasure. And what about spiritual life? Some of us think that it's the world of the old. They said the young and the old have different worlds.

It's the fact that many of the young or teenagers have failed to fight against inner and outer temptation. They don't think that they actually have a valuable life. They have neglected their parents, but loved being drunk, tripping, disturbing neighbours, snatching, making violence, and doing other crimes. And the result is, among others, many of them die in vain.

Life is also a competition. We must compete with others for many things. As students, we consciously or unconsciously, compete with our classmates to be our best and try hard to have good relation with them. Then we must review our bitter experience, if any, we've got in the past. We have to forget the past, however, we can learn from it to

have a better life in the future. Remember, the real life in society is much tougher than school life. And think twice, life lies upon our hands, our will. We have talent which is not to be pushed aside. Time is money, talent is a grant from above, and skill is the ability to practise them. We must prepare our future, focus on our goal of life, or we'll become nothing.

We're in the third grade now. We know well who we are. And it's the time to consider whether or not we'll continue studying after SMA. But one more, being university student is a hard competition as hundreds of thousands of High School graduates want to study in the universities while their capacity is limited. And, as usual, after registering our names we must take admission tests. They, surely, select the best applicants. How awful it is. So what will we do? The only way is preparing for the test seriously. First, what field of study or course to take, information technology, engineering, banking, teacher training, medical, or else. We have to choose one according to our interest, talent and quality. If for some reasons we won't continue to study in the university we must be ready to face the real life. Then, where to study, in the state-owned, private, domestic or foreign university. Though the decision is on our own, it's wise to consult our parents or someone else who can help us. Working hard yields success.

Vijaya

1. What does the sentence "Life is struggle and struggle is life" mean?
2. What do you know about "Golden Age"?
3. "Many students don't study a lot." Do you agree with the statement? Give your reason.
4. What does "they" in *they said the young and the old have different world* refer to?
5. What is paragraph 4 about?
6. What is the cause of teenagers' failure in their life?
7. Give examples of inner and outer temptation.
8. What does "life lies upon our hands, our will" mean?
9. Do you agree if life is a competition? Give your reasons.
10. What is the effect of not preparing our future, not focusing on our goal?

Task 12

Vocabulary building. Study the golden phrases and make sentences for each of them.

- | | | |
|-----------------------|---|---|
| 1. Golden age | : | a period of time when everyone is happy |
| 2. Golden gate | : | a gate that has the color of gold |
| 3. Golden ring | : | a ring that is made of gold |
| 4. Golden crown | : | a crown that is made of gold |
| 5. Golden hair | : | hair that has the color of gold |
| 6. Golden opportunity | : | a rare opportunity that will likely lead to success |
| 7. Golden jubilee | : | the 50th yearly return of the date of some important events, especially of becoming a King or a Queen |
| 8. Golden rule | : | a very important rule |
| 9. Golden goal | : | a goal that a team makes to win a football match |
| 10. Golden wedding | : | the 50th wedding anniversary |

Task 13

Here is a highlight of a story. Try to make a review text completed with your own orientation, evaluation, and conclusion.

Serena is very keen on reading. She also likes writing novels. She has done her hobby for almost ten years yet received no awards due to her participation in many writing contests. She is now on the third year of University and would like to stop writing ever. She once read a brochure announcing a prestigious novel writing contest and decided to try her last luck. To her surprise, she finally won the contest and was determined to keep on writing.

Write the text here:

Task 14

Based on the ideas below, choose one to create your own brochure.

1. Music contest
2. Youth movie making
3. Novel writing contest
4. Singing contest
5. Poetry reading contest
6. Tourist resort

Functional Skills

Regretting and Criticizing

We sometimes make mistakes in everyday life and are normally regretful to have missed important moments or events. In other occasions, things or situations do not always run as they are supposed to be. In this sense, we are then employing the following expression to deal with the context.

To express regrets, we use:

- I honestly regret...
- I'm deeply regretful....
- I really must express my regret...
- I am so sorry to have missed it.
- I didn't mean it.

Responses

- Don't worry, it's not like what you think.
- There are still more chances, you know.
- You must watch your words next time.

Expressions used to criticize are:

- This is crazy.
- I don't think that was a good idea.
- I don't like it.
- It was poor.
- It is not as good as I expected.
- It's not good enough.
- You should have looked at the notice board.
- Why haven't you looked/didn't you look at the notice board?

Responses

- I know it was a mistake.
- I've/we've been very busy.
- We didn't realize that ...
- Sorry, I've been so careless.
- I think so.
- I didn't have time, really.
- I forgot to look at the board.
- You are right.

B. Written Cycle

Task 1

Listen to your teacher, and then complete the following brochure.

Come and join us!

Jakarta,
..... p.m.

Theater

Taman Mini Indonesia Indah

Dedicated to:

Special performance

Sponsored by

Pic. 5.7

Task 2

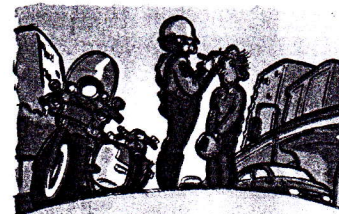
After listening, answer the following questions.

1. When and where will the show be held?
2. What is the purpose of holding the show?
3. Mention famous singers and actor that join the show.
4. Who sponsored the show?
5. How long will the show last?

Task 3

Make a dialog based on the following situations.

1. You bought a set of computer in a computer expo. After three days, the monitor could not display any pictures. You feel upset. You complain and criticize the company where you bought the computer.
2. Edgar was very regretful to have passed through the traffic light. As the result, he must get a traffic ticket from the officer.



Task 4

Study the generic structure of review text below.

Social Function	Generic Structure	Significant Lexicogrammatical Features
<p>To critique an art work or an event for public audience.</p> <p>Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.</p>	<ul style="list-style-type: none"> • Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event. • Interpretative Recount: summaries the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive. • Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive. • Evaluative Summation: provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole; is optional. 	<ul style="list-style-type: none"> • Focus on particular participants • Direct expression of options through use of Attitudinal Epithets in nominal groups; qualitative attributes and Affective mental processes. • Use of elaborating and extending clause and group complexes to package the information. • Use of metaphorical language (e.g., The wit was there, dexterously ping ponged to and fro...).

Task 5

Below is the example of how the theory of generic structure of review text is applied.

In Pursuit of Dreams

Orientation	<p>Dreams, symbols, signs, and adventure follow the reader like echoes of ancient wise voices in "The Alchemist", a novel that combines an atmosphere of Medieval mysticism with the song of the desert. With this symbolic masterpiece Coelho states that we should not avoid our destinies, and urges people to follow their dreams, because to find our "Personal Myth" and our mission on Earth is the way to find "God", meaning happiness, fulfillment, and the ultimate purpose of creation.</p>	Particular participant
Interpretative Recount	<p>The novel tells the tale of Santiago, a boy who has a dream and the courage to follow it. After listening to "the signs" the boy ventures in his personal, Ulysses-like journey of exploration and self-discovery, symbolically searching for a hidden treasure located near the pyramids in Egypt.</p> <p>When he decides to go, his father's only advice is "Travel the world until you see that our castle is the greatest, and our women the most beautiful". In his journey, Santiago sees the greatness of the world, and meets all kinds of exciting people like kings and alchemists. However, by the end of the novel, he discovers that "treasure lies where your heart belongs", and that the treasure was the journey itself, the discoveries he made, and the wisdom he acquired.</p>	Metaphorical language Qualitative attributes
Evaluation	<p>"The Alchemist", is an exciting novel that bursts with optimism; it is the kind of novel that tells you that everything is possible as long as you really want it to happen. That may sound like an oversimplified version of new-age philosophy and mysticism, but as Coelho states "simple things are the most valuable and only wise people appreciate them".</p> <p>Coelho also suggests that those who do not have the courage to follow their "Personal Myth", are doomed to a life of emptiness, misery, and unfulfillment. Fear of failure seems to be the greatest obstacle to happiness. As the old crystal-seller tragically confesses: "I am afraid that great disappointment awaits me, and so I prefer to dream". This is where Coelho really captures the drama of man, who sacrifices fulfillment to conformity, who knows he can achieve greatness but denies to do so, and ends up living a life of void.</p>	
Evaluative Summation	<p>"The Alchemist" is a novel that may appeal to everybody, because we can all identify with Santiago: all of us have dreams, and are dying for somebody to tell us that they may come true. The novel skillfully combines words of wisdom, philosophy, and simplicity of meaning and language, which makes it particularly readable and accounts for its bestselling status.</p>	Mental proses
(By Anna Hanggapi, taken partly from <i>bookreviews.nabou.com</i>)		

Task 6

Read the text below, and then write True or False according to the text.

Between Soeharto, Gus Dur & No Regrets: A Trio of Very Different Books

A trio of very different books have been released in Jakarta this year – a rare biography of former president Suharto, an authorized biography of the more recent former president Abdurahman Wahid and ripping yarn called No Regrets by Wahid's former spokesman Wimar Witoelar.

Professor R E Elson from Brisbane's Griffith University notes in his preface to *Suharto, A Political Biography* (Cambridge University Press \$ 448) that Indonesians have an ambivalent attitude to their own history, often not wanting to know. In the case of Suharto, it seems the deep wounds inflicted by his rule are so fresh that many are unwilling to confront the facts.

Initial reactions from Indonesians academics to Elson's work appear to suggest this is true. Elson is accused of "defending" Suharto instead of "understanding" him and local media has puzzled over Elson's view that Suharto did not plan the alleged coup attempt of September 30, 1965, which swept him to power, and that he has no hidden wealth in his own name.

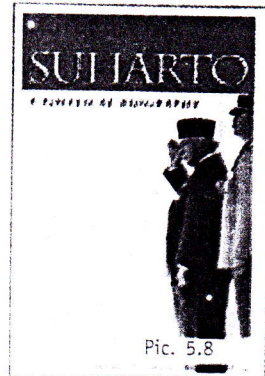
Elson is an academic who does not live in Indonesia. Unsurprisingly, he was never granted an interview with the man himself – although he did manage to gain entry to the Suharto family home. He shows a strong focus on documentation, difficult approach to maintain in the nuances world of personal politics in Indonesia.

But this is the true benefit of his biography. Surprising though it may seem, there simply has been no solid, serious, objective biography of Suharto before Elson dared to produce this definitive, balanced to me. Others are coming, but this is a vital and comprehensive reference work which, judging by local critiques, is considerably ahead of its time.

The plodding, cautious, opportunist farmer's boy we meet in Elson's pages is not lurid, vicious or greedy enough to keep some readers happy, nor will some even tolerate the notion of neutrality in the same sentence as Suharto.

Elson's painstaking attempts to keep the examination of his subject clean of political bias are not found in the other two books out this year shrugged off that setback and now admits on the title page this is an "authorised" biography.

But what is seen by some as Barton's weak point – his closeness to Gus Dur – is also this book's strength. In contrast to Elson, Barton got up close and personal, virtually living in days,



after years of staying and traveling with him, helping out, interpreting for him and living his unstinting political support.

Whatever controversies such an approach might spark, anyone wanting to understand Gus Dur's presidency better should read this book. (Where else could one learn that the "fervent Christian law worker" who joined others in seeing Wahid from the palace, actually used Eternity perfume to anoint her Muslim president, rather than holy oil?)

Wimar Witoelar's *No Regrets* (Equinox Publishing) is smaller and handier than both Elson and Barton's books, not least because the author is an Indonesian who already had a high public profile – as talk show host, early radical and member of an ambitious family – and who was officially in the belly of the beast which was the Wahid presidency.

Wimar is personality in his own right and choice to join Wahid's team probably helped the latter's image a lot more than it helped Wimar's.

Here was a big man with big hair, explaining that no matter what Wahid's faults obviously were, he was the nation's best hope for reform and therefore had to be supported.

Wimar's style as spokesman was part of his persona. He was famous for his witty, frank fluency and for cracking jokes at the same time as admitting his boss was probably unfit for office. His book naturally background to new readers on Indonesia.

Paradoxically, behind all the backstabbing over the academic books, it is Wimar as an icon of radical chic who now appears the least objective about Wahid. He sees the fall of Wahid as "premeditated political murder" by a venal elite – a statement which cannot be faulted, but could be accompanied by some admissions about how Wahid helped along own fall.

(Taken from www.perspektif.com)

1. There have been many people who wrote Suharto's Biography. (____)
2. Professor Elson writes that Indonesian people tend to neglect their wounds despite their being fresh. (____)
3. The local media accused Elson of "defending" instead of "understanding" Suharto. (____)
4. The book Elson writes depicts Suharto as a greedy man. (____)
5. Elson's work is considered important and a comprehensive reference. (____)
6. Barton has never lived in Indonesia. (____)
7. It's possible that people would disagree with the approach that Barton took to write Gus Dur's biography. (____)
8. Wimar Witoelar came to light just after releasing "No Regrets". (____)
9. Wimar is a humorous person and has his own style as a spokesman. (____)
10. Wimar noted that the fall of Gus Dur was of a legal procedure. (____)

Task 7

Read again the review text above, then write the generic structure that appears in it.

Task 8

Read carefully the movie review of "Untuk Rena".

UNTUK RENA

UNTUK RENA is a story about an 11 year-old girl named Rena (Maudy Ayunda) who lives in Rumah Matahari, a peaceful and happy orphanage. She always causes trouble whenever prospective parents come to visit the orphanage, afraid they would separate her from her brothers and sisters.

When the fasting month starts, a strange man visits Rumah Matahari. Rena becomes very suspicious and warns her brothers and sisters not to get too close to Yudha (Surya Saputra), the mysterious visitor.

But Yudha keeps on approaching and slowly they get to know each other. Unexpectedly, Rena feels a sudden connection between them, without understanding why.

Who is Yudha? What is his purpose in Rumah Matahari? Will he separate Rena from her "family"?

It's been five years for director Riri Riza (Sherina's Adventure, Eliana Eliana and Gie) since he directed a family film. This time, he also produced "Untuk Rena" together with Afi Shamara. While Mira Lesmana acts as executive producer.

This is a film the whole family to see, to celebrate and thanks for their togetherness. "Untuk Rena" will screen in theatres in the fasting month, starting October 13th, 2005.

(Taken from www.21cineplex.com)

Task 9

Provide the following information based on the review.

1. Title, director, and lead actors/actress
2. Type or genre of the film
3. The main characters
4. A short outline of the plot
5. Your opinion

Task 10

Here is a highlight of a book. Study it to make a review (at least in three paragraphs).

Although this book is only of use in combination with other learning resources, it covers just about everything you could ever want to know on Indonesian grammar.

Do not get it thinking you will master Indonesian with it alone, buy it as it will help you to understand just about everything that the other courses, books, tapes, etc. leave out.

A must have for the serious student and although it is expensive you cannot put a price on the information it contains.

Task 11

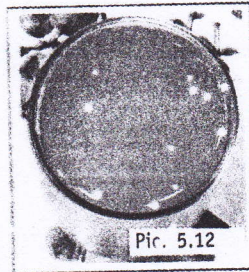
Go to the library and find two different brochures with the same topic. For example: about tourist resorts. Notice their differences, sharpen your critical thinking, and then write a review text based on the brochures you have analyzed in three brief paragraphs.

Task 12

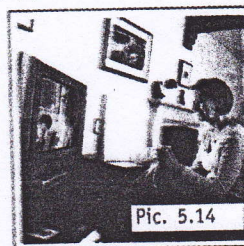
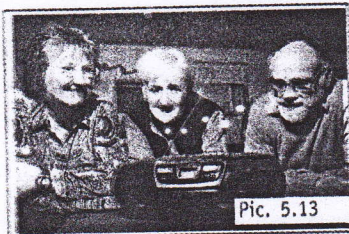
Combine the phrases into a good sentence using preference.

Example: I – read a book – read a magazine
I prefer reading a book to reading a magazine.
I'd rather read a book than read a magazine.
I like reading a book better than reading a magazine.

1. My brother – drink orange juice – mango juice



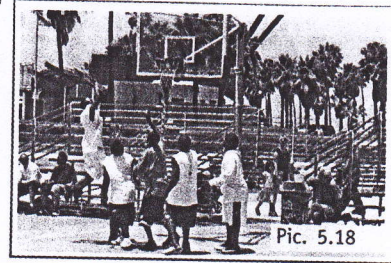
2. Our neighbors – listen to a radio – watch TV



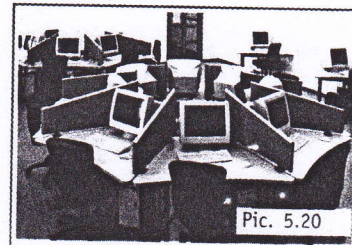
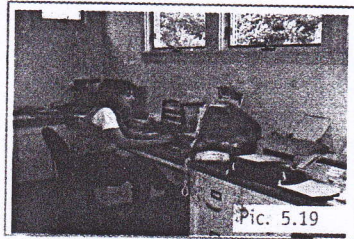
3. Bono and Tim – take English course – music class



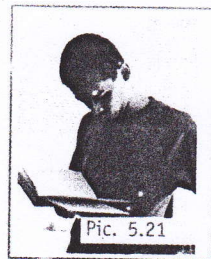
4. Our friends – play football – basketball



5. Sintia – browse the Web at home – internet café



6. Mago and I – read books – cook



7. Chris – sing a song – play drama



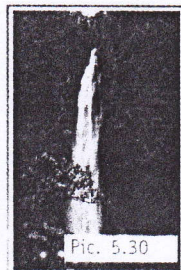
8. Rupert – play hockey – cricket



9. Rio – speak English – speak French



10. The teachers - climb the mountain – go to a waterfall



Grammar Notes

Preference

There are three ways of expressing preference :

- a. Like +

Noun
V + ing

 + better than

Noun
V + ing
- b. Prefer

Noun
V + ing

 to +

Noun
V + ing
- c. Would rather + infinitive + than infinitive

Examples:

- She likes *cooking* better than *whitewashing*.
- I like *tea* better than *coffee*.
- We prefer *reading* to *writing*.
- The teacher prefers *jazz* to *classical* music.
- They would rather *lie* in the sun than *walk* in the rain.

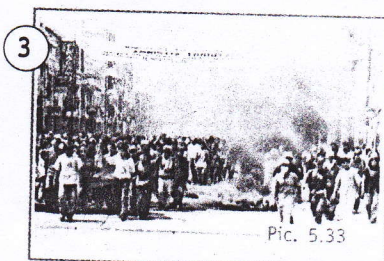
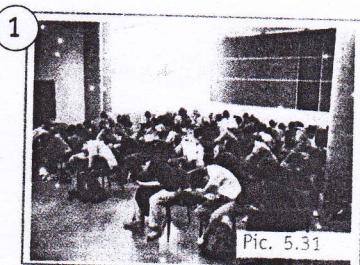
Task 13

Join the following pairs of sentences using the words of preference.

1. Elephants don't eat meat. Elephants eat vegetables. (like)
Elephants like vegetables better than meat.
2. Janice plays the piano everyday. She plays the violin twice a week. (prefer)
3. I write with a ballpoint. I seldom write with a fountain pen. (would rather)
4. My brother likes rainy season. He doesn't like dry season. (would rather)
5. We read everyday. We play games only during weekend. (prefer)
6. My mother drinks milk everyday. She seldom drinks soda. (like)
7. Irene often swims. She sometimes runs. (like)
8. Wino speaks Mandarin. He seldom speaks Indonesian. (would rather)
9. My father has a lot of cassettes of jazz. He doesn't have many of rock. (prefer)
10. Ben likes comedy. He doesn't enjoy tragedy. (prefer)

Task 14

Look at the pictures. Write your critiques for the pictures.





PENGAJUAN JUDUL SKRIPSI

Yang bertanda tangan dibawah ini saya:

Nama : JULI WIDAYATI
NIM : A 320 080 174
Jur./Progdi : BAHA INGGRIS / SI

Mengajukan Judul Skripsi sebagai berikut:

1. A STUDY OF TASKS TO DEVELOP COMMUNICATIVE COMPETENCE
FOUND IN TEXTBOOK THE UNIVERSE OF ENGLISH 2
FOR VOCATIONAL SCHOOL

2. _____

Saya,

JULI WIDAYATI

Disetujui oleh Pimpinan Jurusan dan ditentukan Pembimbing I maupun Pembimbing II adalah sebagai berikut:

Pembimbing I : Bp/Ibu Drg. Djoko Snjono, M.Hum
Pembimbing II : Bp/Ibu Nur Hidayat, S.Pd

Pimpinan Jurusan 25 Oktober 2011

Vita Setyobudi -

Telah didaftarkan:

Di Jurusan No. _____ Tgl. _____

Di Biro Skripsi No. _____ Tgl. _____



UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. A.Yani Tromol Pos I-Pabelan Kartasura Telp.(0271) 717417 Fax: 715448
Surakarta 57102

PERSETUJUAN JUDUL SKRIPSI

Dengan ini kami:

Nama : Nur Hidayat S-Pd

Jab/Pangkat/Gol. :

Sebagai dosen FKIP – UMS.

Menyatakan bersedia menjadi Pembimbing Penyusunan Skripsi mahasiswa:

Nama : Juli Widayati

NIM : A 320 080 174

Jurusan/Program : Bahasa Inggris / SI

Judul Skripsi : (di isi setelah disetujui)

~~A STUDY OF TASKS TO DEVELOP COMMUNICATIVE COMPETENCE
FOUND IN TEXTBOOK THE UNIVERSE OF ENGLISH 2
FOR VOCATIONAL SCHOOL~~

A STUDY OF THE SUITABILITY OF TASKS IN TEXTBOOK
THE UNIVERSE OF ENGLISH 2 WITH THE COMPETENCE THEORY
PROPOSED BY CELCE MURCIA

Demikian harap menjadi maklum.

Surakarta _____

Pembimbing I : _____ (_____)

Pembimbing II : Nur Hidayat (_____)



BERITA ACARA BIMBINGAN SKRIPSI

Pada hari ini: Senin Tanggal: 4 Juni 2012 Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta Perihal Penunjukan Dosen Pembimbing Utama dan Pembimbing Pembantu.

1. Nama : Drs. Djoko Srijono, M. Hum.
Pangkat/Gol : Lektor Kepala/Pembina Utama Muda/IVc
Jabatan : Pembimbing Utama
2. Nama : Nur Hidayat, S. Pd
Pangkat/Gol : Asisten Ahli/IIIa
Jabatan : Pembimbing Pembantu

Dengan ini menyatakan bahwa mahasiswa tersebut dibawah ini sedang dalam proses pembimbingan skripsi.

- Nama Mahasiswa : Juli Widayati
N I M / N I R M : A 320 080 174
Jur/Progdi : Pendidikan Bahasa Inggris
Judul Skripsi :

**A STUDY ON THE SUITABILITY OF TASK IN LINKED TO THE
WORLD 3 WITH THE THEORY OF COMMUNICATIVE
COMPETENCE PROPOSED BY CELCE MURCIA**

NO	TAHAPAN	TANGGAL	KETERANGAN
1.	Penunjukan Dosen Pembimbing	23 November 2011	Lancar
2.	Proposal	18 Januari 2012	Lancar
3.	Rencana Penelitian	20 Januari 2012	Lancar
4.	Kerangka Penelitian	24 Januari 2012	Lancar
5.	Pengumpulan Data	03 Februari 2012	Lancar
6.	Analisis Data	16 Maret 2012	Lancar
7.	Penyusunan/ Penulisan Skripsi	29 Maret 2012	Lancar

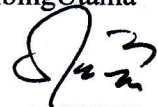
Demikian Berita Acara Bimbingan Skripsi ini dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak yang berkepentingan.

Pembimbing Pembantu



Nur Hidayat, S. Pd.
NIK.771

Surakarta, Juni 2012

Pembimbing Utama


Drs. Djoko Srijono., M. Hum.
NIP.195906011985031003

Mengetahui,
a.n. Dekan,
Ketua Jurusan Pendidikan Bahasa Inggris


Titis Setyabudi, S.S, M.Hum.
NIK.948



PENGESAHAN REVISI SKRIPSI

Nama Mahasiswa : Juli Widayati
NIM/NIRM : A 320 080 174
Jurusan : FKIP-Bahasa Inggris
Ujian Dilaksanakan :
Pada Hari/ Tanggal : Senin, 21 Mei 2012
Judul Skripsi :

**A STUDY ON THE SUITABILITY OF TASK IN *LINKED TO THE*
WORLD 3 WITH THE THEORY OF COMMUNICATIVE
COMPETENCE PROPOSED BY CELCE MURCIA**

Skripsi tersebut telah direvisi dan disahkan

Pada tanggal: 25/06/2012

Padatanggal: 25/06/2012

Padatanggal: 25/06/2012

Penguji I

Penguji II

Penguji III

Drs. Djoko Srijono, M.Hum.
NIP. 195906011985031003

Nur Hidayat, S. Pd.

NIK. 771

Drs. Agus Wijayanto, M.A, Ph.D.

NIK. 947



BERITA ACARA UJIAN SKRIPSI

Pada hari ini: Senin tanggal: 21 Mei 2012 jam: 09.00 WIB berdasarkan Surat keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta No.2649/FKIP/A3-II/V/2012 tanggal: 15 Mei 2012 perihal Susunan Tim Penguji Skripsi Sarjana S.1.

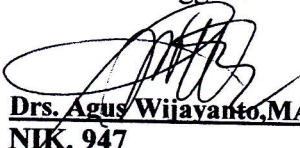
- A. Ketua : Nama : Drs. Djoko Srijono, M. Hum.
Jabatan/Gol : Lektor Kepala/Pembina Utama Muda/ IVc
B. Sekretaris : Nama : Nur Hidayat, S. Pd.
Jabatan/Gol : Asisten Ahli/IIIa
C. Anggota : Nama : Drs. Agus Wijayanto, MA, Ph.D
Jabatan/Gol : Asisten Ahli/ IIIb

Dengan ini menyatakan bahwa mahasiswa tersebut di bawah ini telah menempuh ujian skripsi:

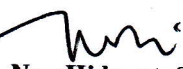
Nama : Juli Widayati
NIM : A 320 080 174
NIRM :-
Jurusan : FKIP Bahasa Inggris
JudulSkripsi : A STUDY ON THE SUITABILITY OF TASK IN
LINKED TO THE WORLD 3 WITH THE THEORY OF
COMMUNICATIVE COMPETENCE PROPOSED BY
CELCE MURCIA

LULUS dengan nilai: A/3,9 *TIGA KOMA SEMBILAN*) f
Demikian Berita Acara Ujian Skripsi ini dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak yang berkepentingan.

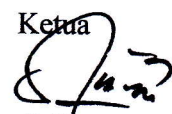
Anggota


Drs. Agus Wijayanto, MA, Ph.D
NIK. 947

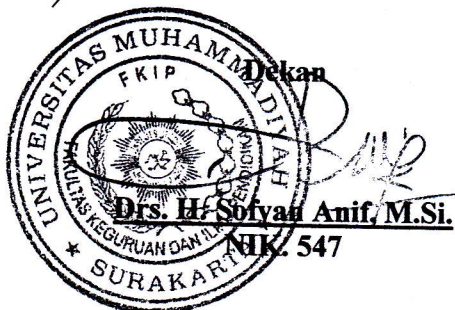
Sekretaris


Nur Hidayat, S. Pd.
NIK. 771

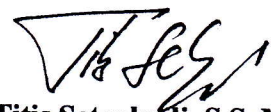
Ketua


Drs. Djoko Srijono, M. Hum
NIP. 195906011985031003

Mengetahui



Ketua Jurusan


Titis Setyabudi, S.S, M.Hum.
NIK. 948